



HATE SPEECH & PROPAGANDA

This is an interdisciplinary exploration into the socio-political, ethical, and legal issues informing the topic of hate speech and propaganda.



It is a comfortable error to associate propaganda with war and hate speech with bigots, and by doing this make them less relevant to our everyday lives. However, this is to under appreciate the instances of propaganda and hate speech in everyday life. The goal of this course is to better understand the concepts of propaganda and hate speech. By learning the concepts, and studying the practices, of propaganda the participant will become more aware of the ways in which propaganda is everywhere and permeates almost everything. By studying hate speech and propaganda this course will connect these tools to the ways in which groups are alienated

and used in larger political goals. We will interrogate what ideology is, how it can be identified, where it is created and maintained in politics and popular culture.

By looking more deeply we will see propagandistic rhetoric in a wide array of contexts, spanning from war, elections, activism, marketing and embedded within popular culture. The course will leave the participant with a greater appreciation between the interplay between communication, ideology, and propaganda from an historical and theoretical perspective, and provide valuable skills to interpret and respond to propaganda and hate speech.

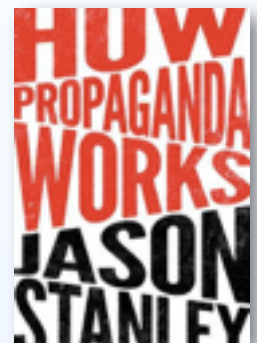
Course Schedule

Tu & Th 11:00-12:15

University Hall Y04-4110

Textbook

Jason Stanley (2015) *How Propaganda Works*. All other



materials can be accessed via Blackboard.

Contact

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How to email your professor
http://klangable.com/blog/?page_id=4746

SCHEDULE

<p>Week 1</p> <p>What are Propaganda & Hate Speech</p>	<p>Tu, Sep 6: Hate Speech & Propaganda: Introduction & Definitions</p> <p>Th, Sep 8: <u>Example of What Propaganda is (BRING)</u></p>
<p>Week 2</p> <p>Historical Propaganda</p>	<p>Tu, Sep 13: From Ancient Propaganda to the Social Media</p> <p>Th, Sep 15: <u>Stanley - The Problem of Propaganda (NOTES 14TH)</u></p>
<p>Week 3</p> <p>Historical Propaganda</p>	<p>Tu, Sep 20: From the Printing Press to Nuclear Weapons <u>Examples of Modern Military Propaganda (BRING)</u></p> <p>Th, Sep 22: <u>Stanley - Propaganda Defined (NOTES 21st)</u></p>
<p>Week 4</p> <p>Culture & Representation</p>	<p>Tu, Sep 27: Culture & Propaganda: What does Batman mean? Selection of Teams for Debate</p> <p>Th, Sep 29: Representations of Power in Maps Additional Instructions for Debate</p>
<p>Week 5</p> <p>Free Speech or Hate Speech</p>	<p>Tu, Oct 4: Hate Speech Prep for Debate Article XIX (2015) 'Hate Speech' Explained http://klangable.com/uploads/teaching/stuff/XIX.pdf</p> <p>Th, Oct 6: Hate Speech Prep for Debate Massaro (1991) Equality and Freedom of Expression: The Hate Speech Dilemma http://klangable.com/uploads/teaching/stuff/Massaro.pdf</p>
<p>Week 6</p> <p>The Link between Propaganda & Marketing</p>	<p>Tu, Oct 11: Hate Speech Debate (COMPULSORY)</p> <p>Th, Oct 13: <u>Stanley - Propaganda in Liberal Democracy (NOTES 12TH)</u> <u>Examples of Propaganda in Music (BRING)</u></p>
<p>Week 7</p> <p>Marketing Death & Anti-Marketing</p>	<p>Tu, Oct 18: Cigarettes & Sugar</p> <p>Th, Oct 20: Activism, Counter Culture & Culture Jamming</p>
<p>Week 8</p> <p>Language & Propaganda</p>	<p>Tu, Oct 25: Orwell - Politics and the English Language Tirrell (2012) Genocidal Language Games https://www.academia.edu/905194/Genocidal_Language_Games</p> <p>Th, Oct 27: <u>Stanley - Language as a Mechanism of Control (NOTES 26TH)</u></p>

SCHEDULE

Week 9 Speech Acts, Propaganda, and Hate Speech	<p>Tu, Nov 1: <u>Examples of Enemy Metaphors (BRING)</u></p> <p>Th, Nov 3: Present & Submit Abstracts for Final Paper (see instructions)</p>
Week 10 Hate Speech	<p>Tu, Nov 8: Freedom of Speech & Hate in Law & Practice</p> <p>Th, Nov 10: <u>Stanley - Ideology (NOTES 9TH)</u></p>
Week 11 Blasphemy, Anti- immigration & anti-muslim speech	<p>Tu, Nov 15: Satire, Speech, & Hate Keane (2008) Cartoon Violence and Freedom of Expression https://www.academia.edu/215311/ Cartoon_Violence_and_Freedom_of_Expression</p> <p>Th, Nov 17: <u>Examples of Anti-Immigration Propaganda (BRING)</u></p>
Week 12 Speech on Campus	<p>Tu, Nov 22: Hate Speech & Trigger Warnings: Speech on Campus Tsesis (2010) Burning Crosses on Campus: University Hate Speech Codes. http://lawcommons.luc.edu/cgi/viewcontent.cgi? article=1125&context=facpubs</p> <p>Th, Nov 24: No class</p>
Week 13 Freedom of speech & Harmful speech Holocaust Denial	<p>Tu, Nov 29: Holocaust Denial as Hate Speech (Limits of Free Expression) Douglas-Scott (1999) The Hatefulness of Protected Speech: A Comparison of the American and European Approaches, http://scholarship.law.wm.edu/cgi/ viewcontent.cgi?article=1420&context=wmborj</p> <p>Th, Dec 1: <u>Stanley - Political Ideologies (NOTES 30TH)</u></p>
Week 14 Homophobic Speech	<p>Tu, Dec 6: Sex and Gender Hate Speech Harvey (2012) Regulating homophobic hate speech: Back to basics about language and politics? http://revistas.pucsp.br/index.php/leituraflutuante/article/download/ 11151/8182</p> <p>Th, Dec 8: <u>Examples of Advertising Propaganda (BRING)</u></p>
Week 15 Conclusions	<p>Tu, Dec 13: Conclusions</p>

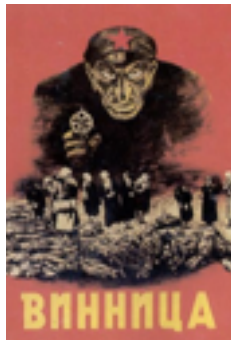


“The propagandist's purpose is to make one set of people forget that certain other sets of people are human.” Aldous Huxley

“All the war-propaganda, all the screaming and lies and hatred, comes invariably from people who are not fighting.” George Orwell

“Propaganda works best when those who are being manipulated are confident they are acting on their own free will.” Joseph Goebbels

“If you're not careful, the newspapers will have you hating the people who are being oppressed, and loving the people who are doing the oppressing.” Malcolm X



Grading

<i>Chapter Notes</i>	<i>25 points each</i>	<i>9/14, 9/21, 10/12, 10/26, 11/9, 11/30</i>
<i>Bring</i>	<i>10 points each</i>	<i>9/8, 9/20, 10/13, 11/1, 11/17, 12/08</i>
<i>Debate</i>	<i>70 points</i>	<i>Oct 11</i>
<i>Abstract</i>	<i>20 points</i>	<i>Nov 2</i>
<i>Final Project</i>	<i>120 points</i>	<i>Dec 16</i>

The total amount of points awarded in the course is 400. The grade is based on the following percentage scale:

A 94 or above A- 90 – 93

B+ 87 – 89 B 83 – 86 B- 80 – 82

C+ 77 – 79 C 73 – 76 C- 70 – 72

D+ 67 – 69 D 63 – 66 D- 60 – 62

F 59 or below.



How to write an abstract

An abstract describes the basic content of the project to the reader. It includes

1. What you are doing
2. Why you are doing it
3. How you are doing it
4. The relevance of the results and the conclusion.

An abstract is a self-contained single paragraph that describes the work. It should not include abbreviations, acronyms, or bibliographic information. The point is to enable someone unfamiliar with the topic to quickly understand what is being done, and the wider relevance of the work. Your abstract should be between 250-300 words.



In addition to the abstract you are required to provide 3 academic and 3 non-academic sources.

Participation

I always appreciate and encourage questions and discussions in class. There are also several parts of this course that require your participation. These fall into two categories: **Chapter Notes** & **Bring**

Chapter Notes

Chapter notes are due (via Blackboard) 9/14, 9/21, 10/12, 10/26, 11/9, 11/30 and are worth 25 points each.



These chapters and your texts will be the basis for the class discussion then next day and therefore cannot be submitted after the deadline.

The length of these texts is 300- 400 words each.

The goal is to:

1. briefly highlight the main arguments of the chapter.
2. point out how it relates to the course

Be prepared to discuss the chapter in class and any questions the reading has brought forward. Feel free to bring examples from outside the texts.

Bring

You will need to bring external material on the particular area of discussion. The dates for these deliveries are 9/8, 9/20, 10/13, 11/1, 11/17, 12/08.

Along with the material you bring you will need to write a 200 word text explaining how this piece of propaganda or hate speech fits into the context of the element of the course we are discussing.

The example and the text need to be submitted (via Blackboard) before class and I will be calling out students to present their examples and argue in what way their choices are examples of the propaganda/hate speech we are currently discussing.

As this work will form the basis for the class discussion it cannot be submitted after the deadline.



Check klangable.com/blog/teaching for my grading rubric. Email me the definition of B-quality work, using the subject line "Grading Easter Egg", before October 10, 2016 for 1 extra credit point.

Attendance.

Attendance is beneficial, but not mandatory. All participants are encouraged to question and challenge the ideas being presented and discussed.

Students should check the syllabus frequently for deadlines and to be aware of what to expect next. The best way to start on a path to success is to read and understand your syllabus. Once you have read this syllabus to completion please email me a picture of a dinosaur.

Class Cancellation.

Should classes be cancelled due to extreme weather or other unforeseen circumstances the classes will be conducted online via Blackboard.

Readings.

Readings must be completed before the day they are assigned on the course schedule. Be sure to do the readings in light of the discussion questions and take notes while reading.

Deadlines.

All assignments and exams must be completed and turned in on or before the date assigned. As they form the basis for the class discussion on a specific date

they cannot be submitted after the final deadline.

Digital Devices.

Laptops and other devices may be used for taking notes. However, using devices for activities not related to the class is not permitted.

Turn your cell phones off when you enter the classroom unless you have prior approval from the instructor.

Grading.

For more on my grading practices see <http://klangable.com/blog/teaching/grading/>

**Accommodations.**

Section 504 of the Rehabilitation Act of 1973 offers guidelines and support for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, Campus Center, Upper Level, Room 0211, 617-287-7430. The student must present these recommendations and discuss them with each professor within a reasonable period, preferably by the end of Drop/Add period.

Schedule.

Changes to the syllabus may be made at the instructors discretion and if circumstances require. Participants will be notified of changes via Blackboard/university email. Participants are responsible for keeping up to date with these changes.

Effort

While it may seem odd to include in a syllabus, your effort is a required component of this course.

The federal definition of course credit hours assumes a minimum of “two hours of out-of-class student work per week for a semester hour.” According to this metric, a student should assume at least six hours of out-of-class work per week for each 3-credit course

Plagiarism & Citation

All coursework shall be original and created by the student. Plagiarism (taking credit for ideas/work that are not ones own) is not tolerated. Students are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs.

All assignments must fully and properly cite all sources using [American Psychological Association \(APA\)](http://klangable.com/blog/teaching/honesty-plagiarism-citations/) citation format. For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

Inclusivity

All students are encouraged to speak up and participate during class. Therefore everyone in class should listen actively and respect the ideas, background, and beliefs of every member of this class. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

Writing aid

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/>



For a handy collection of resources to help students excel in college visit klangable.com/blog/teaching/ For an extra credit point, send me an email applying Portwood-Stacer's 10 elements of a non-annoying email. Use the subject line: “Email Easter Egg” before October 10, 2016.

Teams.

For this debate you will be divided into teams and expected to work together to create and present the best arguments for the position you are assigned.

Positions.

In the starting point you will be either for or against a proposition dealing with the conflict of hate speech and freedom of expression. Read and prepare yourself before class, bring a list of arguments that support your position. When you meet on October 4th present your arguments and as a group prepare your teams position and supporting arguments.

Arguments.

- Do use sources to support your position.
- Do look at the resources below to understand debates and arguments.
- Do use strong closing arguments that forcefully support your position.

Upload Your Text.

You submit your arguments as a group on BB. This paper must have the names of those who were present and collaborated on the work. Do NOT add names of group members who were not present in the development of the work.

Counter-Arguments.

Prepare yourself by reading and thinking about the opposing teams arguments before you meet on October 6th. List counterarguments and support. When you meet the team prepare a document with your counter arguments and their support.

Upload Your Text.

Post your teams counter arguments and final position to BB. This paper must have the names of those who were present and collaborated on the work. Do NOT add names of group members who were not present in the development of the work.

Live Event.

This is **COMPULSORY**: October 11 will be a live debate. I will chose two teams to present their arguments and counter arguments on the position. This will be followed by a class discussion on the topic AND on the success/failure of the debate format in class.

Grade

This work is a group effort and your individual grade will be the grade for the whole group. Therefore you are all responsible for each others grades and should work accordingly. The grade consists of an evaluation of the two uploaded texts (additional points can be awarded for class participation on October 11th)

Resources

Debating: A Brief Introduction for Beginners

<https://www.debatingsa.com.au/Schools-Competition/Documents/Debating-An-Introduction-For-Beginners.pdf>

Anthony Weston (2009) *A Rulebook for Arguments*, Chapter 1

<http://klangable.com/uploads/teaching/stuff/Weston.pdf>

THE HATE SPEECH DEBATE

Debate is a formal contest of argumentation between two teams or individuals. More broadly, and more importantly, debate is an essential tool for developing and maintaining democracy and open societies. More than a mere verbal or performance skill, debate embodies the ideals of reasoned argument, tolerance for divergent points of view and rigorous self-examination. Debate is, above all, a way for those who hold opposing views to discuss controversial issues without descending to insult, emotional appeals or personal bias. A key trademark of debate is that it rarely ends in agreement, but rather allows for a robust analysis of the question at hand. Perhaps this is what French philosopher Joseph Joubert meant when he said: "It is better to debate a question without settling it, than to settle a question without debating it."

Source: <http://idebate.org/about/debate/what>



Final Paper

The final paper is an original piece of research. The topic must be within the parameters of the course and is chosen by the participant, and approved of by the instructor. The paper is to be double spaced, 2500 words in length, not including footnotes or bibliography. The paper is worth up to 120 points.

- Find a question that interests you, try to be unique. Pick a research question early. Make sure it fits the assignment. Find Make sure to come up with a topic that is a good fit for the assignment. If you struggle choosing a topic, conduct some brainstorming and seek suggestions from your instructor.

- Prepare an outline with the question, some ideas it may include and an early analysis. Add some sources. Don't be too detailed since your ideas might change as you conduct research and write the essay. After you've finished an outline, don't hesitate running it by your instructor.

- You must support the claim made in your essay with evidence. Claims can be

supported with empirical evidence, expert opinion, and logical anecdotes.

Good essays contain catchy introductions: Explain to the reader why this is an important topic.

- Make sure your thesis statement is clear and that it provides a preview of what your paper will address.
- Use reliable and authoritative references and sources for your paper.
- Get rid of any B.S. Instructors will dock your paper for irrelevant information used to fill space.
- Don't plagiarize.
- If you're struggling, get help.



What I Expect From Final Paper

1. The paper has an interesting and relevant topic/research question to explore.
2. The paper clearly states what the paper and question is about.
3. The paper is a presentation of thoughtful arguments supporting a conclusion.
4. The paper has a clear conclusion. This does not mean that the conclusion is easy or uncomplicated. Not all questions have easy answers – what I am looking for is a clear answer to the question posed in the paper.
5. The answer is well written.

Well Written

- a. **FOCUSED:** Provide all the arguments needed to support your thesis/answer your question. Do not add random facts or quirky points of interest. Unrelated or unsupported facts/arguments lower the legibility and grade.
- b. **STRUCTURED:** You may know what you mean but you are not there when the paper is being graded. Expect to be misunderstood. Creating an outline, putting arguments in order, & rereading your paper are excellent ways of improving structure.
- c. **DOCUMENTED:** The point of the paper is to provide strong arguments. The weakest argument is the unsupported argument. I may agree with you but its still weak. Provide support for the positions you take. For example if I was to argue that smoking is healthy you wouldn't believe me if all I said to support the argument was "because I said so". Show me the expert. Show me that you have read and understood the expert.
- d. **WELL PRESENTED:** You are students of communication. This course is not about grading your grammar or spelling. However, turning in a badly written paper will not improve your grade.

I am looking for your ability to present analytical substance in a structured argument. I want to see you use supporting material in a clear and persuasive manner. I want you to show me that you have thought about the issue you are discussing and are able to argue in a way that does not confuse assumptions and value judgments with analysis and argument. And I want you to do all this with a high quality of writing.



Grading

- Thesis and Argument: 40 points
- Introduction and conclusion: 15 points
- Organization & paragraph: 15 points
- Sources & citation 20 points
- Grammar, usage & spelling 10 points

Guidelines for essay grading – total possible score 100.

90 – 100 points: This work fulfills all of the requirements of the assignment in an original, interesting and creative manner. The work goes beyond the basic guidelines of the assignment, showing the student took extra initiative in creating an original and creative essay in regards to content, argumentation, organization, and style.

80 – 89 points: This is good solid work that completes all of the requirements of the assignment. The work is successful in terms of content, but requires some improvement in organization, argumentation and style.

70 – 79 points: This is good work that completes most of the requirements of the assignment. Though the content, argumentation organization, and style are logical and coherent, they require revision and may not reflect a high level of originality and creativity on the part of the author.

60 – 69 points: This work either does not complete the requirements of the assignment, or meets them quite inadequately. This work requires a good deal of revision, and is largely unsuccessful in content, argumentation, organization, and style.

Below 59 points: The work does not complete the requirements of the assignment. In general, students who put forth genuine effort will not receive an essay grade this low.

Not a dinosaur, but a penguin. This will be worth 1 extra credit point before September 10, 2016